



Shaping the future: skills forecasts as a tool for policy-making

Cedefop's forecasts on the demand (2008) and supply (2009) of skills are intended to provide information on trends. This year's study focused on which skills people will be offering in the next ten years.



[Link to the recorded conference videos](#)

how to achieve the most appropriate partnerships between education and employers, and generally to draw attention to the implications of the forecasting exercises for policy-making in several related social fields.

The main conclusion was clear: EU-wide forecasts, despite their inevitable shortcomings (which are mainly due to unequal data collection) are a boon to policy-makers. But they need to be complemented by more qualitative and sector-based research. In fact, Cedefop is already working on several such projects, such as on anticipating skill needs in specific sectors, employer surveys, etc.

The important thing, however, is not the trends themselves, but how to manage them – or, to put it differently, how to manage risk. Once researchers have forecast the future, policy-makers must decide what to do about it.

As it turned out, the conference was a good illustration of how ostensibly 'dry' and technical macroeconomic forecasts can lead to heated debate – and how they can be quoted to support competing arguments for policy-making.

To discuss the results of the new Cedefop publication "Future skill supply in Europe: Medium-term forecast up to 2020: synthesis report"¹ and how they relate to the Commission's initiative, New Skills for New Jobs², Cedefop recently held a conference, in cooperation with the European Commission, entitled: *Matching skills and jobs: anticipating needs in challenging times*³. The aim of the conference was not just to disseminate the results of the skills supply study, but also to debate how to best identify skill mismatches,

Matching skills and jobs: anticipating needs in challenging times was the first Agora conference that made use of Internet live streaming. The recorded videos of the main speeches and discussions are available [online](#) now.

Skills are where employment and education meet. Apart from the skill needs project which includes the forecasts, Cedefop is working on several related issues, such as the recognition and validation of non-formal and informal learning; lifelong guidance; and on tools such as the European Qualifications Framework and the European Credit System for VET, among others.

Cedefop's Agora conferences aim, among other things, to bring the worlds of education and employment closer together – a requirement for integrated and successful policy-making.

After Lisbon: the policy challenges ahead

Lisbon is almost over. With only one year to go, there is general agreement that the process has served a useful purpose in pointing Europe in the right direction. Despite the considerable progress achieved, however, the main Lisbon goal has not been reached. The heady ambitions of 2000, when the world economy was still in the glow of the dot-com boom, did not lead Europe to become the "most competitive knowledge-based economy in the world" – to create and attract the world's most innovative companies.

Europe is now plunged into an economic crisis which requires ever closer cooperation between all our countries, precisely under circumstances that conspire to make everyone put narrow national or regional interests first. Meanwhile, the time bomb of demographic decline is putting age groups in competition for the same jobs. European policy-makers will need to make some difficult choices, especially as the crisis has placed public financing under severe strain. So what should policy-makers be paying attention to?

1. What's maternity leave got to do with the skills supply?

One of the major findings of the Cedefop's skills supply forecast concerns the rising qualifications of women⁴. In 2020, more women will have higher degrees than men, as younger women increasingly get higher qualifications. This means that the still considerable gender imbalances of the EU labour market must be corrected if the skills and talents of women are not to be wasted.

More generally, labour market policies in Europe must dovetail with social policies that allow more women into the workforce. This means, primarily, better childcare provisions in private and public sectors, better opportunities for career breaks, and more fathers' rights. The demographic and economic data shows that the rising participation of women in the labour market is as important for the future European economy as a higher participation of older age groups.

2. What the green economy means for skills

The greening of the economy means not just jobs for the environmental sector itself. As in the IT revolution, the real impact will be on jobs that will have to adopt a new modus operandi to take a lower-carbon economy into account. This will affect all qualification levels, and must now be taken into account in curricula across many sectors. Innovation is not entirely related to the environment sector, but certainly this sector will generate much innovation and creativity in the next few years. Generic skills – communication, problem-solving, entrepreneurship – may be the key to a better match between skills and jobs and to better integrating the environmental revolution – much as they were boosted by the IT revolution.

Here too, the current downturn is playing a role: companies see efficiency (including in energy use) and innovation as strategies to weather the crisis. Policy-makers have a very significant role to play in developing environmental skills. Regulation and legislation - whether for cleaning operations, preventative measures, green infrastructure, carbon footprinting or research and development - are major drivers of the low-carbon economy.

3. Polarisation: natural development or social choice?

One phenomenon that has been observed over decades runs counter to the continued provision of more medium-level skills and qualifications, which was established by the skill supply forecast: the polarisation of the job market. According to one argument, technological and organisational change has been largely responsible for falling jobs in the middle wage/skill level. Jobs at both ends of the spectrum (measured by wage, not skill level) have one thing in common: they involve non-routine tasks.

But this is only part of the story. Designating providers of non-routine social services such as cleaning, childcare and care of older people “low-skilled” and paying them little is not an inevitable development but a choice our society is making. Many low-paid service workers, especially migrants, do have qualifications, but these remain unrecognised in the present system. Furthermore, their tasks are important enough to warrant more training and higher status. This too is an issue that policy-makers should tackle, in the interests of upskilling, social cohesion and equity.

4. Partnerships, a user's guide

The New Skills for New Jobs initiative, among other recent policy papers, urges closer and more cohesive partnerships between the education and employment worlds. In the past two months, both the European Commission and the Council have encouraged universities to work more closely with business⁵. Similarly, there was consensus among conference participants that partnerships between business and all levels of education, particular vocational education, are of vital importance if we are to better match people with jobs. But as usual, the devil is in the details: how exactly should this work? How involved should the social partners be in, for instance, establishing curricula?

There are encouraging signs of cooperation between universities and enterprises, which mostly take the form of student placements and career mediation. There have also been projects focusing on developing entrepreneurship, which is not yet defined as a generic skill or included in curricula.

Nevertheless, we have some way to go before the prevailing mentality changes. In some countries, at least, universities need to stop thinking that working closely with business is a form of intellectual compromise. In such cases, it is well to recall that the reduction of public investment caused by the crisis is here to stay. Schools, businesses and individuals will need to work together to finance the workforce Europe needs.

5. The overeducation debate

The frequent references to overeducation sparked controversy. Many among the audience objected that that it is not possible to be overeducated, even though the term is used quite freely by many economists. It is, however, possible – even likely, in today's economy – to be overqualified or overskilled: that is to say, to do a job that does not require the formal qualifications one possesses, or what is worse, according to some research, to have skills that are not used at work, for extended periods in one's career.

But could it be that a too-highly qualified workforce is actually a good thing? Is having just the ‘right’ skills for available jobs too limited? Does ‘overeducation’, far from being a problem, actually contribute to a more innovative economy?



Several participants objected to this idea: formal qualifications, they argued, are not what make people innovative or creative. To claim otherwise may be simply a matter of social bias in favour of professions that require university degrees. But equally importantly, higher qualifications do not come free. They represent an investment of time and funds – public and private – which, for maximum social impact should achieve the highest possible returns. This is what matching skills and jobs is all about.

Perhaps what we need to look at is not only formal qualifications, but most importantly, the content of the qualifications and skills people have. To borrow a phrase from the New Skills for New Jobs communication, the “composition of skills” that the European education and training systems produce should be conducive to an innovation-based economy.

In any case, the future of the labour market depends on the ability of the education system to respond to new needs. And that, in turn, will depend on the availability and skills of the teachers and trainers themselves – of whom, in some countries, there is even today a considerable shortage.



¹ Skill supply in Europe: Medium-term forecast until 2020. Synthesis report (2009)
<http://cedefop.europa.eu/etv/news/default.asp?idnews=4551>

² New Skills for New Jobs, Communication from the Commission adopted on 16 December 2008
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0868:FIN:EN:PDF>

³ Conference website: <http://www.cedefop.europa.eu/agora/skills2009/>

⁴ Figure 4, p. 49 of Skills supply forecast

⁵ Commission Communication, “A new partnership for the modernisation of universities: the EU forum for University Business dialogue”;
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0158:FIN:EN:PDF>

Council conclusions of 19 May 2009 on enhancing partnerships between education and training institutions and social partners, in particular employers in the context of lifelong learning

http://www.consilium.europa.eu/uedocs/cms_Data/docs/pressdata/en/educ/107620.pdf

Used keyword(s): {education and training needs} {skill} {green economy} {skill forecast}

Links

 [View the recorded video of the Agora conference "Matching skills and jobs: anticipating needs in challenging times"](#)

Posted on 17/06/2009, by Ioanna NEZI

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News from Cedefop

► Opening pathways between higher and vocational education



In May, Cedefop Project Manager Isabelle Le Mouillour took part in the Prague conference on new tools for vocational education and training (VET), including the European Credit System for VET. A week later she co-organised with Directorate General for Education and Culture of the European Commission a Cedefop workshop on transition and permeability between VET and higher education. She spoke to Cedefop News about her impressions of the two events and implications for further developments.

Launching the new tool

The conference in Prague was the political launch of the ECVET; the recommendation was adopted by the Council on 12 May.

In the recommendation there are two scenarios for the application of ECVET: one is for initial training – two training providers making an agreement for mobility of pupils – and the other is to use ECVET for adult learning.

As a next step, on 17/18 November 2009 the European Commission and Cedefop will co-organise a technical conference, which will focus on implementation issues and be oriented more towards practitioners.

The aim of the ECVET

What we are trying to do with the credit system is to attach proper value to the

The European Credit System for VET (ECVET) is a voluntary framework that describes qualifications in terms of units of learning outcomes. The aim is to promote mobility in European VET and access to lifelong learning for young and adult learners. It supports the learners while building individual learning pathways leading to qualifications. In the ECVET recommendation¹ the Member States are invited to take preparatory measures for implementing ECVET starting in 2012

knowledge and skills of people with VET qualifications. One way to do it is to make sure you can integrate the skills they acquire during training periods abroad into their main course of studies. Another is to ensure that they have the option of entering a higher education programme. It's all about being able to promote mobility in VET – just as Erasmus and the European Credit Transfer System (ECTS) do for higher education. This is really the main target of ECVET.

From the very start in ECVET, the idea is that what you learn is recognised and integrated into your home qualification. So far, in most Member States you can go abroad during your training programme but your time and learning outcomes are not always recognised. Now with the ECVET - let's say you are learning bakery in Finland, and your school has a partnership with a training school in Spain; this means that you have the possibility to go to Spain to acquire a different range of skills. In this partnership, what you learn and how it is assessed within your qualification will be specified very precisely, using, for instance, Europass Mobility² as a tool.

In ECVET we have identified the need for a strong partnership between the two countries' training providers: they must understand each other and they must secure all the needs of the learner. I know of schemes in which the VET provider will first offer a month's language training, then another month after the 'core mobility training' to cover any theoretical background the student may need. This kind of follow-up, of course, requires investment from training providers.

But focusing on content is not enough. Mobility boils down to some very practical issues – things like accommodation arrangements, or finances, or legal responsibility for minors. In some countries apprentices are not pupils, they are workers. Who should be liable for a worker being sent abroad? Who for a pupil?

The meanings of mobility

What is driving this effort is the perception that greater mobility offers individuals, especially those in VET, greater opportunities – not only to gain intercultural skills, but also job-related knowledge. Clearly, this is particularly significant in times of economic crisis.

It's now widely understood that if you offer the possibility of transitions and mobility between initial and continuing training, and between vocational and higher education, in essence you are making VET more attractive. And everyone can go further if they have more ways of getting their skills recognised.

All these tools taken together – credit systems, qualifications frameworks and validation processes - make education and training much less rigid. While VET has always been closely linked to the labour market, a greater degree of flexibility allows VET systems to react more quickly to change and to adapt or cope with individual expectations and needs.

This also means a wider distribution of responsibilities. You have to give more space for decisions to VET providers because they are the ones who manage mobility. In some countries, this in itself is a big step forward. Regions, along with business sectors, are also getting into the picture. A lot of regions are engaged in ECVET-related issues – they act as stakeholders in training and they provide institutional background. So it's a really a case of reshuffling the deck.

Of course there is a risk of fragmentation. But within the ECVET framework, training providers always have to refer to the competent national authorities, which set the standards. Standards are actually three separate things: occupational, educational and certification standards. The first links to activities and tasks related to specific jobs; the second to pedagogy and learning objectives; the third to the rules and rights associated with certificates. These are at the heart of developments in mobility, and one of the focuses of our ongoing research activities at Cedefop.

The workshop: transitions between higher and vocational education

In the current crisis, a lot of people may opt for re-training. This will, among other things, create pressure on universities to open their doors. This aspect was surely in the mind of participants in our workshop on permeability.

What we learned is that on both sides, higher and vocational education, there's a lot of action – not just policies carried out on national level but also initiatives linked to the EU tools. The question is the same: how do you organise transitions between the two education segments?

Well, the countries that have managed this best turn out to be the ones that have implemented validation systems. For this, you don't just need legislation – you also need to make sure that universities and training providers are on board.

Validation means opening up to a different kind of learner, so it has consequences in terms of pedagogy and management. Some learners may only be able to attend evening classes; students of 20 years of age will share courses with others who are 45 with ten years' experience.....All this is a challenge for professors, teachers and trainers.

The individual, too, needs to invest in this approach. To get your skills validated you have to describe your experience, to demonstrate your past; success may depend on how well you can articulate your skills and knowledge. This is in fact one of the criticisms levelled against validation systems.

In countries which have gone furthest with validation, like France, you can take a doctorate without enrolling in university! Let's say you've had a 30-year career and related education experiences – you would contact the university in charge of validation, all of information and documents would be entered into a dossier, go before a jury or juries, and if it's up to the requirement for a doctorate, then it could work out. This is not theory; such cases are a matter of record.

There is a lot of resistance to these changes, of course. Caring for non-traditional learners has a cost. If you want to organise validation seriously you have to budget, you have to have dedicated staff. In some countries, universities have recognised that this kind of clientele is a new market, so they're more open to it. But it takes time. Some participants in the workshop made the point that demographic change will create a push to open to non-traditional learners. After twenty years of discussing lifelong learning, I think we are about to see it happen!

What was to me a revelation at our workshop was the extent to which participants accepted the principle, and were now concentrating on implementation. Instead of debating the uses of credit systems, as I had foreseen, we went straight to a discussion on how to combine ideas and instruments to allow the learner to get the highest possible qualification. So the workshop actually went far beyond the Louvain Declaration and the Bordeaux Communiqué, into how to manage validation and transitions.

Next year we are carrying out a study on "Vocationally-oriented education and training at level 6-8". There's a reason why we chose that term. These ISCED levels are linked to university. Right now there is increasing loosening of ties between institutions and degree types in higher and vocational education, partly because of the greater acceptance of the learning outcomes approach. In reality, we're trying to overcome the distinction between vocational and academic, which has long ceased to reflect reality.

¹ <http://register.consilium.europa.eu/pdf/en/08/st03/st03747.en08.pdf>

² We are currently carrying out a study on Europass, ECVET and EQF (documentation, validation and certification of learning outcomes). <http://www.cedefop.europa.eu/working/procurement.asp?idnews=4533>

Posted on 16/06/2009, by Ioanna NEZI

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► **Future skill supply in Europe: Medium-term forecast up to 2020: synthesis report**



This publication presents a first and indicative medium-term forecast of skill supply in Europe until 2020.

It provides complementary information on how many people with different qualifications will be available in future labour markets, developing macro-economic projections and alternative scenarios for each Member State, plus aggregate European results.

The publication was presented at the Agora conference "Matching skills and jobs: anticipating needs in challenging times" on 11-12 June 2009.

Source: Cedefop

Used keyword(s): {skill} {skill forecast}

Links

[Download the full report](#)

[Agora conference website: Matching skills and jobs: anticipating needs in challenging times](#)

Posted on 10/06/2009, by Maite SANTOS

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► **Briefing note – Continuity, consolidation and change**



European policy-makers discuss the achievements of European VET policy and how to maintain progress despite the economic downturn

Some 32 countries are busy introducing reforms to improve vocational education and training (VET). They have also made significant progress in developing European tools and principles. These will make it easier to compare qualifications throughout Europe, to set up systems of lifelong guidance and to validate informal and non-formal learning.

But VET reform is far from complete. At Cedefop's Agora conference on 16-17 March 2009, policymakers debated whether the current economic crisis will undermine reform or in fact provide a greater incentive to continue work, consolidate progress and change not only what we learn, but also how we learn.

Source: Cedefop

Used keyword(s): {education and training policy}

Links

[Download the briefing note](#)

[Link to the event](#)

Posted on 01/06/2009, by Maite SANTOS

[» Documents](#) [» Briefing notes](#)



► **The participant's companion: Study visits for education and vocational training specialists**



Study visits are part of the Lifelong learning programme of the European Union. Study visits allow participants to acquire new knowledge on the theme of their visit and the education and training systems of host countries, to become aware of new trends and latest developments and to establish new contacts.

Each study visit and the entire programme contribute to achieving the objectives of the Lisbon strategy for growth and jobs and European cooperation in education and training.

During the study visit, you will spend three to five days in a group of 10 to 15 colleagues from several European countries who represent different education and training systems and have different backgrounds and professional profiles

Source: Cedefop

Used keyword(s): {education and training policy} {mobility of learners and workers} {EU programme / fund}

Links

 [Download the The participant's companion](#)





Posted on 12/06/2009, by Maite SANTOS

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Agenda

▶ Continuing Vocational Training Survey: relevance, lessons learnt and ways forward


 29/06/2009 (Start date)  30/06/2009 (End date)
 Thessaloniki (Venue)  GREECE (Country)

Cedefop is organising this event (Cedefop involvement)

Cedefop, in collaboration with Eurostat, is organising a workshop to support and contribute to the preparation of the forthcoming 4th Continuing Vocational Training Survey (CVTS4) that will be implemented in 2011 (reference year 2010).

The workshop "**Continuing Vocational Training Survey: relevance, lessons learnt and ways forward**", is to take place at Cedefop in Thessaloniki on 29-30 June 2009.

The workshop will take stock of achievements, and discuss how to strengthen the quality of this survey and to increase its utility for policy, research and for enterprises themselves. Reducing response burden and facilitating data provision for enterprises will be a challenge to meet in future. The workshop will be a place for countries to exchange experiences and know-how, and to share good practices, culminating in recommendations for ways forward in measuring continuing vocational training in enterprises.

 Open event (Event status)

Source: Cedefop

Used keyword(s): {statistics}

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Attachments



-  [en Cedefop CVTS Workshop - agenda](#) (size: 37kb)
-  [en Cedefop CVTS Workshop - concept note - final](#) (size: 48kb)
-  [en Cedefop CVTS Workshop - Part 1 The relevance of the CVTS for European and national policies](#) (size: 3367kb)
-  [en Cedefop CVTS Workshop - Part 2 The relevance of the CVTS for VET analysis](#) (size: 359kb)
-  [en Cedefop CVTS Workshop - Part 3 From CVTS3 to CVTS4 - learning from countries experiences ensures success](#) (size: 1740kb)
-  [en Cedefop CVTS Workshop_Part 1_The relevance of the CVTS for European and national education.pdf](#) (size: 804kb)
-  [en Cedefop CVTS Workshop_Part 2_The relevance of the Continuing Vocational Training Survey for VET analysis.pdf](#) (size: 75kb)
-  [en Cedefop CVTS Workshop_Part 3_From CVTS3 to CVTS4_learning from countries experiences ensures success.pdf](#) (size: 798kb)

Links



▶ Meeting of Standing Group on Indicators and Benchmarks

 25/06/2009 (Start date)  26/06/2009 (End date)

 Prague (Venue)  CZECH REPUBLIC (Country)

Cedefop is participating in this event (Cedefop involvement)

The Standing Group on Indicators and Benchmarks, which encompasses experts from EU Member States, representatives of the European Commission, Eurostat, ETF, **Cedefop**, CRELL and other research institutions, is an expert group in the field of development and validating of educational indicators which are/will be suitable for mapping of the Lisbon process.

The meeting will focus on issues related to data sources, needs of new surveys and new indicators development.

 Invitation Only (Event status)

Source: eu2009.cz

Used keyword(s): {statistics}

Links

 [Link to the event](#)

Posted on 24/03/2009, by Maite SANTOS

[»Forthcoming events](#) [»Conferences](#)



▶ Employment week 2009 - 16h Annual Conference and Exhibition

 24/06/2009 (Start date)  25/06/2009 (End date)

 Brussels (Venue)  BELGIUM (Country)

[Europe's Labour Market - ensuring growth through human capital](#)


Looking at Europe's human capital, the conference's agenda will focus on skills development and evaluate how the European workforce is coping with change.

Secondly, the programme will also present how the European labour market, more generally speaking, is responding to the current economic situation with respect to competitiveness, innovation and restructuring.

The conference sessions will introduce a line-up of speakers including political decision makers, business leaders, social partners, representatives of civil society, as well as many other experts who will come on stage to share their views and expert knowledge on today's key employment issues. Each topic will be illustrated by concrete examples of good practice and innovative solutions.

Used keyword(s): {employability} {employment policy} {skill}

Links

 [Link to the event](#)

Posted on 01/06/2009, by Maite SANTOS

[»Forthcoming events](#) [»Conferences](#)



▶ ePortfolio 2009 and Skills for Life 2009

 22/06/2009 (Start date)  24/06/2009 (End date)

 London (Venue)  UNITED KINGDOM (Country)

The main theme of this year's is Innovation, Creativity and Accountability. It will be addressed over three days and three conferences:

- ePortfolio 2009 (7th international conference)
- Key Competencies—Skills for Life 2009 (3rd international conference)
- Learning Networks and Communities (4th international conference—previously Learning Regions & Cities)


How do we promote innovation and creativity? Why is accountability so often perceived as antonymic to innovation and is there a way to account for innovation and creativity? Does accountability necessarily lead to standardised tests, rigid procedures and impoverished practice? What new approaches to the recognition and celebration of achievement are being developed and implemented? Can technology

provide a seamless environment between creative and innovative practice and accountability—for example ‘creative’ individual ePortfolios and ‘accountable’ organisational ePortfolios designed for quality assurance? How are learning networks and communities encouraging new approaches to the way we learn, work and live?

Source: European Institute of eLearning

Used keyword(s): {e-learning} {skill}

Links

 [Link to the event](#)

Posted on 01/06/2009, by Maite SANTOS

[»Forthcoming events](#) [»Conferences](#)



▶ 2nd International Conference on Vocational & Technical Education: Perspectives and Practices

 08/07/2009 (Start date)  10/07/2009 (End date)

 Singapore (Venue)  SINGAPORE (Country)


Vocational and Technical Education (VTE) plays a crucial role in the social and economic development of a nation, thus constituting an integral part of any country’s total education and training system.

This Conference is an ideal platform for Policy Makers, Leaders, Educationists, Practitioners, Researchers and Specialists in Vocational and Technical Education, as well as Industrial Planners to chart new frontiers in VTE, and take on new opportunities and challenges to stay ahead in the competitive global arena.

Source: VET

Used keyword(s): {vocational education and training}

Links

 [Link to the event](#)

Posted on 26/01/2009, by Maite SANTOS

[»Forthcoming events](#) [»Conferences](#)



▶ International Conference “Employability & Entrepreneurship”: Tuning Universities and enterprises

 01/07/2009 (Start date)  02/07/2009 (End date)

 Porto (Venue)  PORTUGAL (Country)

The International Conference “Employability & Entrepreneurship” provides the opportunity to discuss current issues in Education:

- To find new ways of developing an Education for entrepreneurship,
- To strengthen the cooperation University - Enterprise, and
- To promote the graduates’ employability are some of the questions for debate.

The Conference will also be the forum to present the results of the European project financed by the Erasmus Programme - Modernisation of Higher Education, called Employability and Entrepreneurship: Tuning Universities & Enterprises (E²=T:U&SME

Source: Universidade Catolica Portuguesa

Used keyword(s): {employability} {enterprise} {skill}

Links

 [Link to the event](#)

Posted on 04/05/2009, by Maite SANTOS

[»Forthcoming events](#) [»Conferences](#)



European policy

▶ A Shared Commitment for Employment: Communication from the Commission

The proposed priority areas and actions related to training are as follows:

1. Maintain employment, create jobs and promote mobility:

- improve the impact of training within short-time working arrangements;

- anticipate and manage restructuring better, e.g. through sectoral partnerships and agreements with social partners to support redundant workers through training, coaching and job search;
- provide business training to unemployed and young people to boost job creation;
- facilitate job mobility through Commission awareness raising and new 'match and map' on-line service to inform on occupations and learning/training opportunities;

2. Upgrade skills and meet labour market needs. A new phase of the New skills for new jobs agenda with:

- special focus on skills upgrading and lifelong learning. This includes sector-by-sector skill needs analyses, including green skills; EU level sector skills councils and a guide for training in SMEs by the Commission;
- better use of the ESF by Member States to strengthen their capacity of skills forecasting and matching in sectors most affected by the crisis and to improve access to and quality of education and training;
- increased effectiveness of lifelong learning through more flexible learning paths and targets in relation to the LLL and higher education attainment benchmarks;
- increase efforts to cooperate with social partners to implement and further develop national qualification frameworks.

Specific focus on young people through cooperation between Member States and social partners (Commission and ESF support) to:

- ensure high quality apprenticeship for min 5 mio young Europeans by end 2010 and traineeship placements for learners in higher education
- increase upper secondary level attainment and reduce early school-leaving, e.g. through flexible and alternative [sic] paths in schools and VET establishments
- reduce the period between becoming unemployed and training opportunities .

3. Increase access to employment. Reinforce activation and facilitating access to employment:

- strengthen the 'new start' target for jobless adults to ensure they receive a job, training/apprenticeship or other employability measure max 3 months after being registered as unemployed
- stimulate demand and jobs for low skilled labour [!]

The Commission foresees a **substantial financial aid**, mainly, better access to EU funding to help people stay in employment or find a new job, in particular from the European Social Fund (some €19bn for 2009-10) and the European Globalisation Adjustment Fund. This includes support for

- in-company training schemes for workers and companies undergoing restructuring and measures to support the most vulnerable groups (older workers)
- promoting entrepreneurship
- high quality education and training schemes, new curricula on entrepreneurship and low carbon economy, instruments to monitor and anticipate labour market needs
- public employment services, e.g. to upgrade the skills of their staff and promote cooperation with stakeholders - Proposal for a EU microfinance facility for employment providing approximately €500m in loans for micro-credits to support those facing problems to obtain funds to set up a business, and to develop micro-enterprises and the social economy.

The Commission intends to report on progress and its implications for the post-Lisbon 2010. The European Council on 18-19 June 2009 will discuss the proposal and agree measures to be taken at EU and at national level.

Eurofound, the European Foundation for the improvement of living and working conditions, and **Cedefop**, will be mobilized to provide information and expertise on managing change and skills forecasting.

Reference: A Shared Commitment for Employment: Communication from the Commission, to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions.

COM (2009) 257, 3.6.2009

Source: EUR-Lex

Used keyword(s): [{economic policy}](#) [{employment policy}](#) [{skill}](#) [{skill forecast}](#)

 **Links**

-  [Communication EN](#)
-  [Annexes](#)
-  [Communication DE](#)
-  [Communication FR](#)
-  [Summary](#)



► ECVET: From Principles to Practice: synthesis report, 4-5 December 2008, Paris

The seminar entitled “ECVET: From Principles to Practice” brought together 70 stakeholders from across Europe representing VET policy makers, competent institutions and providers.

It was organised by the European Commission in cooperation with the European Centre for Development of Vocational Training (Cedefop).

This seminar was a first occasion to discuss the practical aspects of ECVET (European Credit system for Vocational Education and Training) on basis of the ECVET proposal for a recommendation. This recommendation will set the basic principles of ECVET.

This synthesis report first briefly describes the seminar proceedings and related inputs. It then summarises the thematic workshops, also outlining the key inputs from the presentations. Finally, the key messages and suggestions are presented.

Source: Cedefop

Used keyword(s): {recognition of qualifications} {ECVET}

📄 Attachments

  [Synthesis report](#) (size: 175kb)

🔗 Links

 [Link to the presentations](#)

Posted on 11/06/2009, by Maite SANTOS

[» Documents](#) [» Conference outcomes](#)



► Main results of the Employment, Social Policy, Health and Consumer Affairs Council 8-9-June 2009

2947th Council meeting

The Council held a policy debate on the preparation of the June 2009 European Council and adopted conclusions on **flexicurity** in times of crisis as well as on social services in the context of active inclusion.

It reached political agreement on: guidelines for member states' **employment policies in 2009**.

The Council adopted conclusions on:

- equal opportunities for women and men: active and dignified ageing
- inclusion of the Roma.

Source: Consilium

Used keyword(s): {disadvantaged group} {employment policy} {equal opportunities}

🔗 Links

 [Main results of the Council](#)

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Posted on 15/06/2009, by Maite SANTOS

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► Council Conclusions on Equal opportunities for women and men: active and dignified ageing

The Council welcomes the efforts of the Member States aimed at supporting lifelong learning and adapting their educational systems to changing economic, social and demographic conditions, as well as to the various needs, abilities and interests of men and women, thus promoting the full integration and participation of older persons in social life;

It encourages the Member States, in cooperation with the social partners, to adopt appropriate policies to reconcile work, family and private life, to promote the equal sharing of responsibilities between women and men in the family, and to accelerate progress towards the achievement of an average employment rate of at least 60% for women and of 50% for older workers (55 to 64) by 2010

Reference: 2947th EMPLOYMENT, SOCIAL POLICY, HEALTH AND CONSUMER AFFAIRS Council meeting Luxembourg, 8 June 2009

Source: consilium

Used keyword(s): {equal opportunities} {older worker}

🔗 Links



► [Council Conclusions on inclusion of the Roma](#)

The Council adopted the conclusion on inclusion of the Roma on Council Meeting of 8th June.

TAKES NOTE OF

10. the Common Basic Principles on Roma Inclusion (annexed) presented and debated at the first meeting of the integrated European platform for Roma inclusion held in Prague in April 2009;

It invites the Commission and the Member States:

- to take into account the **Common Basic Principles on Roma Inclusion**, when designing and implementing policies to promote the full inclusion of the Roma, as well as when designing and implementing policies to defend fundamental rights, uphold gender equality, combat discrimination, poverty and social exclusion, and ensure access to education, housing, health, employment, social services, justice, sports and culture, and also in the EU's relations with third countries;
- to make use of the integrated European platform for Roma inclusion for the exchange of good practice and experience between the Member States and with those countries with a perspective of joining the EU, and in the cooperation between all parties and international organisations concerned by Roma issues;
- to continue the work on the integrated **European platform for Roma inclusion**, where appropriate, including consideration of the possibility of further developing its structure;

Source: consilium

Used keyword(s): [{disadvantaged group}](#) [{labour market}](#)

[Links](#)

 [Link to the Council conclusions](#)

Posted on 09/06/2009, by Maite SANTOS

[»Documents](#) [»Official Journal European Union \(OJEU\)](#)



► [Council Conclusions on Flexicurity in times of crisis](#)

The Council adopted the Conclusions on flexicurity on times of Crisis on 8 June 2009 and indicates a set of measures which, as a balanced policy mix, can help Member States, and the social partners when and where relevant, to manage the impact of the global crisis through the application of flexicurity principles;

These could include:

- Maintaining employment, where at all possible, for example through helping companies operate alternatives to redundancy such as flexible working patterns and the temporary adjustment of working time, where applicable, and other forms of internal flexibility measures within the companies
- Creation of a better entrepreneurial environment through a labour market which ensures at the same time the necessary flexibility and security;
- Enhancing and improving activation measures;
- Increased investment in human capital, especially **retraining, skills upgrading and labour market needs-matching**, including for persons working part-time or other flexible forms of employment and low-skilled workers
- Improving the effectiveness of the Public Employment Services;
- Adhering to the principle of gender mainstreaming in all responses to implementing flexicurity principles in order to tackle the crisis;
- Facilitating the free movement of workers, in accordance with the Treaties and the Community acquis, and promoting mobility within the EU single market can contribute to tackling the persisting **mismatch between existing skills and labour market needs**, also during the economic downturn;
- Implementing adequate responses with a view to adapting, if relevant, employment and labour market provisions in the framework of the flexicurity approach;
- Integrating all flexicurity elements and pillars should focus on reducing segmentation and improving the functioning of the labour market;
- Further attention needs to be paid to enhancing the quality of working life and to increasing productivity.

Reference: Employment, Social Policy, Health and Consumer Affairs, 8 June 2009

Source: consilium

Used keyword(s): [{employability}](#) [{employment policy}](#) [{labour market}](#) [{skill}](#) [{skill forecast}](#) [{skill mismatch}](#)

Links

 [Link to the Council Conclusions](#)

Posted on 09/06/2009, by Maite SANTOS

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► [EMCO-Employment Committee opinion on Skills and Mobility](#)

The Committee, underlining the importance of increasing efforts at national and EU levels to promote skills upgrading and mobility, recommends the following actions:

- Strengthening the institutional framework for mobility
- Developing effective information networks and tools, i.e. initiatives "Match and Map" and "European Dictionary of Occupations". The Committee also encourages the Commission to help the development of work undertaken at European level, mainly by **Cedefop**, to facilitate the exchange of best practice in anticipation and matching between Member States;
- Easing other mobility barriers Further action is necessary to facilitate the transparency and recognition of qualifications, as well as the portability of social security rights.

Source: consilium

Used keyword(s): [{mobility of learners and workers}](#) [{employment policy}](#) [{recognition of qualifications}](#) [{skill}](#)

Links

 [Link to the EMCO opinion](#)

Posted on 09/06/2009, by Maite SANTOS

[»Documents](#) [»Official Journal European Union \(OJEU\)](#)



► [June 2009 Monthly monitor on the EU employment situation and social outlook](#)


Latest data covering the period up to May 2009 show that, in the wake of the economic downturn, EU labour markets continue to deteriorate.

Unemployment is rising, job vacancies are still falling and companies continue to announce substantial job reductions across several sectors. However, while the outlook for the coming months remains bleak, there are some tentative signs that the pace of deterioration may be moderating. The number of announced job losses observed in April-May has halved compared to the preceding months. Economic sentiment including firms' employment expectations and consumers' unemployment expectations, although it remains pessimistic, improved after deteriorating for more than two years

Source: DG ESA

Used keyword(s): [{employment policy}](#)

Links

 [Download monthly monitor](#)

Posted on 12/06/2009, by Maite SANTOS

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► [Dealing with the impact of an ageing population in the EU: 2009 Ageing Report](#)

[Communication from the Commission](#)

This Communication presents the latest long-term economic and budgetary projections and a first take on the Commission's views on Europe's ability to tackle the challenge of ageing in view of new data and the current economic developments.

Recent analysis confirms that there is a window of opportunity – a period of about ten years during which labour forces will continue to increase – for implementing the structural reforms needed by ageing societies. Taking no action would weaken the EU's ability to meet the future needs of an ageing population. [extract]

Reference: Dealing with the impact of an ageing population in the EU (2009 Ageing Report: Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, COM(2009) 180 final, 29.4.2009

Source: EUR-Lex

Used keyword(s): [{older worker}](#)

Links

 [Link to the Communication EN](#)

 [Link to the Communication FR](#)

 [Link to the Communication DE](#)

Posted on 01/06/2009, by Maite SANTOS

[» Documents](#) [» COM documents](#)



► [Website of the Swedish EU Presidency from 1st July](#)

Sweden is getting set to take over the Presidency of the Council of the EU which means that from 1 July until the end of the year, Sweden will lead the work of the EU Council.

Here it will be possible to follow, in detail, our common efforts to take the European agenda forward. The website will become the main communication tool for the Presidency and our aim is to make it a transparent, open and up-to-date website useful for EU citizens, media and, generally speaking, people interested in EU affairs.

Source: Europa Website

Used keyword(s): {[education and training policy](#)}

Links

Website

Posted on 09/06/2009, by Maite SANTOS

[» Documents](#) [» Websites](#)



► [News from the Member States: Spain](#)

Economic change and development over the past few decades has particularly affected small businesses, especially in small cities. Most training programmes designed to help companies adapt to the changing economic climate have centred on the needs of the large companies but have often neglected to provide the necessary tools to help the smaller companies.

In response to this situation a project co-financed by the Leonardo da Vinci Programme, the Small City Commerce project, is meant to identify, adapt and implement diverse and innovative solutions for the small retail sector through a business training programme.

To achieve this objective the project will analyse the needs of the small commercial companies sector in small cities. From the results it will develop a training programme which will address quality management systems, knowledge management systems and the advantages of business networks. The training material will thus be aimed at managers, directors and employees of such companies operating in the services sector in the smaller cities.

An evaluation of the training plan and course materials will be carried out to ensure quality and improvement and the final results will be transferred in each of the participating countries and across the rest of Europe. It is hoped that one of the principal benefits of the programme will be the creation of network of SMEs in the independent retail sector to facilitate communication between the enterprises.

Led by the Vilareal Town Council, the project has the support of a consortium of international partners, these include Landesinitiative Neue Kommunikationen Mecklenburg-Vorpommern (Germany), IDEC SA (Greece), Federacion de Comercio de Vila-Real (Spain), FUNDECYT (Spain), INIMM (Romania), BCD (Turkey) and the Fundacion Comunidad Valenciana-Region Europea chiefly responsible for the project awareness and dissemination campaigns at European level.

Small City Commerce Project EU Lifelong Learning Programme Leonardo da Vinci www.smallcitycommerce.eu

Fundacion Comunidad Valenciana-Region Europea Juan Manuel Revuelta (Director) - jrevuelta@delcomval.be
Susana Sola - sola_sus@gva.es

Fundacion Comunidad Valenciana-Region Europea www.uegva.info

Source: ReferNet

Used keyword(s): {[Lifelong Learning Programme](#)} {[SME](#)}

Posted on 16/06/2009, by Maite SANTOS

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Working with us

► [Europass, ECVET and EQF for documentation, validation and certification of learning outcomes](#)

Deadline for submission: Thursday, 09/07/2009

[AO/ECVL/ILEMO-PTH/Europass-ECVET-EQF/007/09](#)

The main purpose of this service contract will be:

- to experiment how the Europass framework, more specifically the Europass Certificate Supplement and Europass Mobility, need to be adjusted to take full advantage of the opportunities offered by ECVET and EQF;
- to assess the relevance and potential of Europass Mobility and Certificate Supplement for the purpose of documenting, validating and certifying learning outcomes with reference to ECVET and EQF. It should formulate concrete proposals to adapt accordingly the current templates of the Europass Certificate Supplement and Europass Mobility.

This call has been published in the Supplement to the Official Journal of the European Communities 2009/S 103-147713 of 30/05/2009.

Deadline for submitting tenders: 09.07.2009 (17h00 local time for hand-delivered tenders).


Requests for clarification concerning this call for tender, if any, will be published under this banner. Please visit Cedefop's website frequently for updates.

If you are downloading the Tender Documents from our website, kindly send us an e-mail (c4t-services@cedefop.europa.eu) notifying us.

 Open (Call status)

Used keyword(s): {EQF} {Europass} {ECVET}

 **Attachments**

-   [Tender Documents](#) (size: 655kb)
-   [Annex A - Contract Notice](#) (size: 63kb)
-   [Annex B - Draft Contract](#) (size: 127kb)
-   [Annex L - Cedefop Style Manual](#) (size: 233kb)
-   [Correction 1](#) (size: 56kb)
-   [Clarification \(1\) - Questions and Answers](#) (size: 22kb)

Posted on 01/06/2009, by Sirakov Yancho

[»Calls and vacancies](#) [»Calls for tenders](#)



► Senior Expert in Skills Analysis and Forecasting

Deadline for submission: Friday, 26/06/2009 at 23:59

[CEDEFOP/2009/2/AD](#)

Internal/ Inter-institutional/ Inter-Agency/ External notice of vacancy

Corrigendum:

New deadline for the submission of applications: 26 June 2009

New dates for tests and interviews: 10 and 11 September 2009 (subject to change).

Cedefop invites applications for drawing up of a list of suitable candidates for the position of a "Senior Expert in Skills Analysis and Forecasting", temporary post, AD7, (M/F). Applications must be sent, by registered post, no later than **26 June 2009**, at 23:59 Central European Time (**date of post registration**).

 Open (Call status)

Source: CEDEFOP

 **Attachments**

-   [Vacancy notice: Senior Expert in Skills Analysis and Forecasting - Corrigendum](#) (size: 98kb)

Posted on 24/04/2009, by Magali SEEGMULLER

[»Calls and vacancies](#) [»Vacancies](#)



► Expert in Skills Analysis and Forecasting

Deadline for submission: Friday, 26/06/2009 at 23:59

[CEDEFOP/2009/1/AD](#)

Internal/ Inter-institutional/ Inter-Agency/ External notice of vacancy

Corrigendum:

New deadline for the submission of applications: 26 June 2009

New dates for tests and interviews: 7 and 8 September 2009 (subject to change).

Cedefop invites applications for the drawing up of a list of suitable candidates for the position of an "Expert in Skills Analysis and Forecasting", temporary post, AD5, (M/F).

Applications must be sent, by registered post, no later than **26 June 2009**, at 23:59 Central European Time (**date of post registration**).

 Open (Call status)

Source: CEDEFOP

Attachments

  [Vacancy notice: Expert in Skills Analysis and Forecasting - Corrigendum](#) (size: 86kb)

Posted on 24/04/2009, by Magali SEEGMULLER

[»Calls and vacancies](#) [»Vacancies](#)



Supply of books

Deadline for submission: Tuesday, 07/07/2009

[AO/CID/MWI/Books/008/09](#)

The main purpose of the framework contract will be the purchase of books and other monograph publications through a single supplier. This includes four categories of books:

- scientific books in the field of VET;
- reference books (dictionaries, encyclopedias, etc.);
- staff books (in the field of IT, finance, human resources, management);
- language training books (for Greek, English, French, Spanish, Italian, German languages).

This call has been published in the Supplement to the Official Journal of the European Communities 2009/S 99-142909 of 26/05/2009.

Deadline for submitting tenders: 07.07.2009 (17h00 local time for hand-delivered tenders).

Requests for clarification concerning this call for tender, if any, will be published under this banner. Please visit Cedefop's website frequently for updates.

If you are downloading these documents from our website, kindly send us an e-mail (c4t-services@cedefop.europa.eu) notifying us.

 Open (Call status)

Attachments

  [Tender Documents](#) (size: 241kb)

  [Annex A - Contract Notice](#) (size: 64kb)

  [Annex B - Draft Contract](#) (size: 121kb)

  [Correction 1](#) (size: 56kb)

Posted on 28/05/2009, by Sirakov Yancho

[»Calls and vacancies](#) [»Calls for tenders](#)

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